

**THE INFLUENCE OF USING SCRAMBLED SENTENCE TECHNIQUE
TOWARDS STUDENTS' MASTERY IN WRITING PASSIVE VOICE
AT THE FIRST SEMESTER OF THE SECOND GRADE
OF SMAS TAMANSISWA TELUK BETUNG BANDAR LAMPUNG
IN THE ACADEMIC YEAR 2020/2021**

A Thesis

Submitted as a Partial Fulfillment of
The Requirements for S1-Degree

By:

**LARAS DWI JAYANTI
NPM: 1611040278
Study Program: English Education**



**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG
2021**

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By:

Laras Dwi Jayanti

NPM: 1611040278

Advisor : Dr. M. Muhassin, M. Hum

Co- Advisor : Irawansyah, M.Pd

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
RADEN INTAN LAMPUNG**

2021

ABSTRACT

THE INFLUENCE OF USING SCRAMBLED SENTENCE TECHNIQUE TOWARDS STUDENTS' MASTERY IN WRITING PASSIVE VOICE AT THE FIRST SEMESTER OF THE SECOND GRADE OF SMAS TAMANSISWA TELUK BETUNG BANDAR LAMPUNG IN THE ACADEMIC YEAR 2020/2021

By:

Laras Dwi Jayanti

The purpose of the research is to know whether there is an influence of using Scrambled Sentence Technique towards Students' Mastery in Writing Passive Voice at the First Semester of the Second Grade of SMAS Tamansiswa Teluk Betung Bandar Lampung in the Academic Year 2020/2021. Based on the preliminary research, it showed the students' mastery in writing passive voice at the second grade of SMAS Tamansiswa Teluk Betung, Bandar Lampung was still low.

In this research, the writer used pre experimental design with the treatments which were held in three meetings, and 60 minutes for each meeting. The population of this research was the Second Grade of SMAS Tamansiswa Teluk Betung, Bandar Lampung. And the writer focused on IPS classes, There were two classes with 62 students. The writer took sample by using cluster random sampling, the sample were XI IPS 1 as experimental class with 32 students. In collecting the data, the writer used writing tests that were essay questions for pre-test and post-test. The tests were about changing the active sentences to passive voice and on the other hand.

After giving post-test, the writer analyzed the data using paired sample test formula. After doing the hypothetical towards test, it was obtained the result of (2-tailed) was less than 0.05. So, this result means there was an influence of using Scrambled Sentence Technique towards Students' Mastery in Writing Passive Voice at the First Semester of the Second Grade of SMAS Tamansiswa Teluk Betung Bandar Lampung in the Academic Year 2020/2021.

Key words: *passive voice in simple present tense mastery, scrambled sentence technique*



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN

Alamat : Jl. Let. kol. H. Endro Suratmin Sukarame Bandar Lampung Telp. (0721)703260

APPROVAL

Title : **The Influence of Using Scrambled Sentence Technique
Towards Students' Mastery in Writing Passive Voice
at the First Semester of the Second Grade Students of
SMAS Tamansiswa Teluk Betung Bandar Lampung in
Academic Year 2020/2021.**

Student's Name : Laras Dwi Jayanti
Student's Number : 1611040278
Study Program : English Education
Faculty : Tarbiyah and Teacher Training Faculty


APPROVED

Was tested and defended in the examination session
at Tarbiyah and Teacher Training Faculty
State Islamic University of Raden Intan Lampung

Advisor,

Co-Advisor,


Dr. M. Muhassin, M. Hum
NIP: 197708182008011012


Irawansyah, M. Pd
NIP:

The Chairperson
of English Education Study Program


Meisuri, M. Pd
NIP: 198005152003122004



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI RADEN INTAN LAMPUNG
FAKULTAS TARBIYAH DAN KEGURUAN**

Alamat: Jl. Letkol H. Endro Suratmin Sukarame I Bandar Lampung (0721) 703260

ADMISSION

A thesis entitled: **THE INFLUENCE OF USING SCRAMBLED SENTENCE TECHNIQUE TOWARDS STUDENTS' MASTERY IN WRITING PASSIVE VOICE AT THE FIRST SEMESTER OF THE SECOND GRADE OF SMAS TAMANSISWA TELUK BETUNG BANDAR LAMPUNG IN THE ACADEMIC YEAR 2020/2021**, by: **Laras Dwi Jayanti, NPM: 1611040278**, Study Program: English Education was tested and defended in the examination session held on: Thursday, May 06th 2021.

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Chairperson

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Secondary Examiner

: Dr. Mohammad Muhassin, M.Hum

Tertiary Examiner

: Irawansyah, M.Pd

The Dean of
Tarbiyah and Teacher Training Faculty

Prof. Dr. Hj. Nirva Diana, M. Pd.

NIP. 19640828 198803 2 002

DECLARATION

I declare that this thesis entitled “The Influence of Using Scrambled Sentence Technique towards Students’ Mastery in Writing Passive Voice at the First Semester of the Second Grade of SMAS Tamansiswa Teluk Betung, Bandar Lampung in Academic Year 2020/2021” is completely my own work. I am fully aware that i have quoted some statements and ideas from various sources and these are properly acknowledge in the text.

Bandar Lampung,

2021



DEDICATION

This thesis is dedicated to:

1. My beloved parents, my father Mr. Untung Suhardi and my mother Mrs. Siti Nur Hayati who always pray for my success.
2. My beloved sisters, Retno Oktaviani and Naumira Shadrina Nur who always support me.
3. My Almamater UIN Raden Intan Lampung.

MOTTO

بِكُمْ لَكُمْ وَيَغْفِرْ أَعْمَلَكُمْ لَكُمْ يُصْلِحْ ﴿٧٠﴾ سَدِيدًا قَوْلًا وَقُولُوا لِلَّهِ اتَّقُوا ءَامَنُوا الَّذِينَ يَتَأْتِيهَا

عَظِيمًا فَوْزًا فَازَ فَقَدْ وَرَسُولُهُ ۚ اللَّهُ يُطِيعُ وَمَنْ ذُنُو ﴿٧١﴾

“O you who believe! be careful of (your duty to) Allah and speak the right word, He will put your deeds into a right state for you, and forgive you your faults; and whoever obeys Allah and His Messenger, he indeed achieves a mighty success.”
(QS. Al-Ahzab: 70-71)¹

¹Ahadi, “Qur’an Surah Al-Ahzab 70-71 (QS 33: 70-71) in Arabic and English translation” (Online), available at: <http://www.alquranenglish.com/quran-surah-al-ahzab-70-71-qs-33-70-71-in-arabic-and-english-translation> (Accessed on September 7th 2020)

CURRICULUM VITAE

The writer's name is Laras Dwi Jayanti. Her nick name is Laras. She was born in Teluk Betung, on september 06th, 1998. She is the second child of Mr. Untung Suhardi and Mrs. Siti Nur Hayati. She has two sisters namely Retno Oktaviani and Naumira Shadrina Nur.

The writer studied at kindergarten, namely TK Kurnia in Teluk Betung, Bandar Lampung and graduated in 2005. The writer studied at Elementary School of SD Tamansiswa Teluk Betung, Bandar Lampung in 2005 and graduated in 2010. Then she continued at Junior High School of SMPS Tamansiswa Teluk Betung, Bandar Lampung in 2010 and graduated in 2013. Next, she entered Senior High School of SMAN 8 Bandar Lampung in 2013 and graduated in 2016. After graduating from Senior High School, she continued her study at UIN Raden Intan Lampung as a student of English Study Program of Tarbiyah and Teacher Training Faculty.

While being a college student, the writer did KKN in Pulau Panggung, Tanggamus for 40 days. After having KKN, she had PPL in SMPN 18 Bandar Lampung for 50 days. After finishing all, the writer started focusing in doing her thesis and she started teaching the children in a course to have experience and learn as well. Although there are many obstacles in doing it but it ran smoothly.

ACKNOWLEDGMENT

Alhamdulillah, thanks to Allah because of mercy and blessing the writer can finish her study and in completing this thesis successfully. Then, my shalawat and salam always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness.

This thesis entitled “The Influence of Using Scrambled Sentence Technique towards Students’ Mastery in Writing Passive Voice at the First Semester of the Second Grade of SMAS Tamansiswa Teluk Betung Bandar Lampung in the Academic Year 2020/2021” is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of students’ task in partial fulfillment of the requirement to obtain S1-degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of supportive people. Therefore the writer would like to express the deepest sense of gratitude to:

1. Prof. Dr. Hj. Nirva Diana, M.Pd the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.
2. Meisuri, M.Pd the Chairperson of English Study Program at UIN Raden Intan Lampung, who has helped me to complete this thesis.
3. Dr. M. Muhassin, M.Hum, as the First Advisor, who has guided the writer patiently and has given the advice since the first until the writer completed of this thesis.
4. Irawansyah, M.Pd, as the Second Advisor, who always share his knowledge and spent his time to correct this thesis becomes good.

5. All lecturers of English Department of UIN Raden Intan Lampung, who have taught the writer since the first year of her study.
6. Kosasih, S.Pd as the Headmaster of SMAS Tamansiswa Teluk Betung, Bandar Lampung for allowing the writer to conduct the research
7. Masriyanti, S.Pd as the English teacher at SMAS Tamansiswa Teluk Betung, Bandar Lampung who has given the guidance and spirit in conducting this research.
8. My beloved friends, Titik, Mutiara, Mahmudah, Ania, Evi, Ula, Sharah, Elis, Aulia, Ayuni, Dasuki, Rika, Nadila, Alna, Betari, Putri, Maya, Rahayu Mimi, Cindy, and Niya, and others who cannot be mentioned who always help and encourage me.
9. English Education class E has been being my biggest support since 2016 until now.
10. My Almamater UIN Raden Intan Lampung.

Finally, nothing is perfect of this thesis. Any correction, comments and criticism for the betterment of this thesis are always open-heartedly welcomed.

Bandar Lampung, 2021
The writer,

Laras Dwi Jayanti
Npm.1611040278

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing is the skill that the writer needs the time to write some sentences or paragraphs. “Writing is the combination of process and product.”¹ During doing writing activity learners produce their sentences that contain their idea and feeling. And to make the writing product arranged well, it is needed that is through the process. Sometimes learners write sentences like they speak, in their opinions as long as the readers understand their sentences it is no problem, but writing and speaking skills are different. Writing must be through a good process, the product or result will have good content and quality. It means that writing is not only about the readers can understand but also the writing must contain the components that are needed in it.

Writing is one of the skills and it is important for the students to master. “Writing is an activity that can usefully be prepared for by work in the other skills of listening, speaking, and reading.”² Through writing learners do not only focus on writing ability but also other skills like listening, speaking, and reading because when learners want to write something, they need two basics, they are grammar and vocabulary. And in listening, speaking, and reading, it is also needed grammar and vocabulary. All the skills are connected and completed each other. Writing is the activity that uses media to write down and has a result or product. In writing, grammar together with vocabulary are the

¹ David Nunan, *Practical English Language Teaching: young Learners* (New York: McGraw-Hill Companies, 2005), p. 98.

² I.S.P Nation, *Teaching ESL/EFL Reading and Writing* (New York: Roudledge, 2009), p. 113.

important components that must exist in other that learners arrange sentences in using grammar, grammar needs the vocabulary to be arranged. And writing can influence three other skills, on the other hand, three other skills can influence writing skills. One of the important things in English is grammar. Grammar is placed in every skill. Grammar helps in making or composing a sentence well.

Grammar helps students to arrange the sentences. First, the students are confused about grammar because they have not mastered it but after they started mastering it, they realize that grammar is helpful. Jeffrey and Stacy said that "The grammar of a language is the set of rules that govern its structure. Grammar determines how words are arranged to form meaningful units."³ To arrange the meaningful units learners must learn each of the grammar patterns. One of them is passive voice, the important thing of passive voice, learners must know the kinds of verbs that are used in the passive voice and they must use verb 3 or past participle. if the learners cannot distinguish kinds of verbs, it is hard for them to know about passive voice. The first thing that learners must do is they must know how to differentiate kinds of verbs like verb 1, verb 2, verb 3.

Grammar can not be separated from learning English. Murcia and Hilles stated that "grammar often taught isolate, unconnected sentences that give a fragmented, unrealistic picture of English and make it difficult for students to apply what they learned in actual situations."⁴ When learners study grammar,

³ Jeffrey Coghill, Stacy Magedanz, *English Grammar* (New York: Wiley Publishing, Inc., 2003), p. Xvi.

⁴Murcia, Hilles, *Techniques and Resources in Teaching Grammar* (New York: Oxford University Press, 1987), p. 8.

most teachers just teach about the patterns, and they do not ask their learners to practice it in the class or outside the classroom. The teacher just tells them about the pattern, gives them examples, and so on. In that way, it makes learners forget the arrangement of the pattern, whereas grammar helps them to develop or arrange every sentence well.

Passive voice is one of the patterns in grammar which students must study and know. Passive voice is met not only in written form but also in other forms. It is very important for learners to understand a passive voice because learning the passive voice can help express the feeling. It means that when learners want to write sentences, they are not hampered by grammar, so they can feel easily. Learners are used to speaking or writing in Indonesian. Indonesian and English have different patterns, so as Indonesians it is of course to make an error in using it because it is not the mother tongue of Indonesia. We need to memorize the patterns and the verb especially the irregular verb that is used in a passive voice and of course use it in our daily life in other that the pattern that has been learned cannot disappear at once.

To know the students' problems, the writer did the preliminary research in SMAS Tamansiswa Teluk Betung, Bandar Lampung, and interviewed the teacher about the problems which students faced in the second grade. And one of the problems that the teacher mentioned was passive voice, especially in the simple present tense. The teacher said that students did not grasp the passive voice in a sentence well, they could not distinguish verb 2 and verb 3 especially in irregular verbs, some of them forgot about "to be" that is before verb 3. The teacher also said the students' mastery of grammar had to be

improved.⁵ The writer interviewed the teacher what the technique that she used in grammar especially in a passive voice in the simple present tense. The teacher said when she taught them she just explained what the passive voice is, the tense that they studied at that time, gave the examples, and asked them to make 10 sentences about the passive voice in the simple present tense or gave them some exercises about them, and also asked them to memorize what had been taught.

After interviewing the teacher, the writer gave the students the questionnaires that were related to passive voice in simple present tense. A lot of them gave the answers like what the teacher said. They said passive voice was hard, they did not know about the pattern, and it was hard for them to change the verbs become verb 3 especially irregular verbs because their knowledge of the verbs lacked.

Now, this world is not safe because of the coronavirus that spreads all over the world. It has spread to Indonesia since the early of 2020. To avoid exposure to the virus, the government restricts all social activities, one of them is changing the learning system that is done by online learning. At SMAS Tamansiswa Teluk Betung Bandar Lampung where the writer did the research, the teacher uses WhatsApp to teach 4 skills, one of them is writing skills especially in grammar (passive voice in simple present tense). The teacher just sends voice notes for giving the students her explanation. Actually many problems happen if the learning process uses online learning. Such as; the students do not attend the class on time and they are lazy to collect the

⁵ Masriyanti, *Interview the English Teacher*, SMAS Tamansiswa Teluk Betung, Bandar Lampung, 15 Oktober 2020.

assignments. Because of the problem, the teacher tried to find the best way to make them do as they attend the class live, that is reminding them about the scores. If they attend the class and hand in the assignment on time the teacher gives them additional scores.

Actually, this situation becomes a blockage for the writer. Because to do the research is not as smooth as the offline class. But it must go on, the writer kept doing the research but before doing that, the writer asked permission to do the research. After a few days, the writer got permission and did the research. In doing the online research, the teacher allowed the writer to use WhatsApp to make it easier. The writer used videos, voice notes, and pictures to give and explain the materials. The writer used the videos, voice notes, and pictures to make them interested in learning to write passive voice, especially in the simple present tense.

Based on their English scores in writing passive voice, their scores are still low. Here, the teacher marked or assessed their sentences by using passive voice structure that should be. On Purpura in Michael H. Long also said that “to assess grammar must use scales that gauge grammatical accuracy, complexity, and the range of grammatical structures used.”⁶ And in measuring their writing scores the writer used 4 standards of scoring, as follows: excellent to very good, good to average, fair to poor, and very poor.⁷ The result of the students’ scores that are still low can be seen in table 1.

⁶ Purpura in Michael H. Long, Catherine J. Doughty, *The Handbook of Language Teaching* (British: Blackwell, 2009), p. 533.

⁷ Brian Heaton, *Writing English Language Tests*, London: Longman Group UK Limited, 1988.p.146.

Table 1
The Grammar Score in Passive Voice of the Second Grade Students of SMAS
Tamansiswa Teluk Betung Bandar Lampung

No	Range	Qualification	Class		Total of the Students	Percentage
			XI IPS 1	XI IPS 2		
1	80-100	Excellent/ Very Good	4	5	9	14,5%
2	66-79	Good to Average	4	5	9	14.5%
3	56-65	Fair to Poor	6	7	13	21%
4	≤55	Very Poor	18	13	31	50%
Total			32	30	62	100%

Source: English teacher's document of SMAS Tamansiswa Teluk Betung, Bandar Lampung in the Academic Year of 2020/2021.

From the data in table 1, it was concluded that the total of the students is 62 students that are consist of two classes that are XI IPS 1 and XI IPS 2. From 62 students, there are 9 students (14,5%) who get scores in criteria excellent to very good, 9 students (14,5%) who get scores in criteria good to average, 13 students (21%) who get scores in fair to poor, 31 students (50%) who get scores in very poor. It shows that most of the students (50%) have difficulty in English, especially to arrange passive voice sentences, memorize past participle which is an irregular verb and distinguish verb 2 and verb 3 . they were only asked by the teacher to memorize. The teacher asked them to memorize the pattern of passive voice and the verb of the past participle. It was hard for them to understand the passive voice well. So the writer would decide to use the technique to make them memorize the pattern in a different way, made them interested in it, and made them know how to write and memorize the verbs indirectly. The technique is Scrambled sentence technique.

Scrambled sentence technique is rearranging the words in using a random sequence generator.⁸ Scrambled sentence technique can be used to arrange the simple sentence that only has one subject, one verb, one object, and one adverb. Scrambled sentence technique can make the learners interested in the learning because the students have to search which is the best arrangement for the sentences. The students paid attention on the arrangement of the structure. Every word was scrambled and there are 2 or 3 words that do not include in, so the students focused and they automatically memorized it because of the repetition.

There are some writers that have used the scrambled sentence technique. The first research by Luki Mundhisari. She did the research entitled “The Effect of Teaching Narrative Text Using Scrambled Sentences Toward Students’ Writing Ability to the Eighth Grade Student of SMPN 2 Papar Kediri Academic Year 2016/2017”.⁹ In this research, the writer asked the students to arrange the sentences in the text of narrative text. The result of the research made the students’ writing ability was increasing after being taught using Scrambled Sentence technique.

The second research was written by Eva Nofia Krisna Kamadeni. Under the title “The Application of Scrambled Sentence in Improving Writing Skill of the Eighth Grade Student of SMPN 3 Amlapura in Academic Year 2013/2014”. In this research, the writer applied scrambled sentence in writing

⁸ Shiri Lev Ari, “Selective Grammatical Convergence: Learning From Desirable Speakers”. (Max Planck Institute for Psycholinguistics Nijmegen, french, 2016), p. 664.

⁹ Ibid, p. 12.

sentences. The result of the research was able to prove that the technique could improve the writing skill.¹⁰

The third research was written by Ardiyansyah. Under the title “Teaching and Learning Passive Voice of Simple Present Tense by Using Flashcard at the Eighth Grade of the Second Semester of SMP Negeri 18 Bandar Lampung in 2016/2017 Academic Year”. In this research, the writer wanted the students can know about the pattern of passive voice and the verbs that should be used in passive voice. The result of the research was using flashcard, it made students more active in studying passive voice.¹¹

The whole of the researches above, they are about the effects of scrambled sentence, the application of scrambled sentence in writing skill, and how to improve writing skill by using scrambled sentences. The differences among the dependent variables of all the previous research are; the first previous research is teaching narrative text, the second previous research is improving writing skill, and the third previous research is teaching and learning passive voice of simple present tense but it used flashcards.

Based on the fact and the background, the writer felt interested and conducted research entitled: “The Influence of Using Scrambled Sentence Technique towards Students’ Mastery in Writing Passive Voice at the First Semester of the Second Grade of SMAS Tamansiswa Teluk Betung, Bandar Lampung in Academic Year 2020/2021”.

¹⁰ Eva Nofia Krisna Kamadeni. *The Application of Scrambled Sentences in Improving Writing Skill of The Eight Grade Student of SMPN 3 AMLAPURA Year 2013/2014*. (Mahasaraswati Denpasar University, Denpasar, 2014), p. 14.

¹¹ Ardiyansyah. *Teaching and Learning Passive Voice of Simple Present Tense by Using Flashcard at the Eighth Grade of the Second Semester of SMP Negeri 18 Bandar Lampung in 2016/2017 Academic Year*. (UIN Raden Intan Lampung, Lampung, 2016), p. 2.

B. Identification of the Problem

Based on the background of the problem, the writer identifies the problems of the research as follows:

1. The students can not differentiate verb 2 and verb 3, especially in irregular verbs.
2. The students use verb 2 in this pattern, and they still did not know the pattern surely, so that they made a mistake.
3. The students do not memorize the pattern of passive voice in simple present tense, especially about putting 'to be' before verb 3.
4. They are not interested enough in learning grammar, especially passive voice (simple present tense) because they thought it is hard.

C. Limitation of the Problem

Based on the background and the identification of the problem above, the writer focused on the influence of using scrambled sentence technique towards students' mastery in writing passive voice (simple present tense) by using WhatsApp group.

D. Formulation of the Problem

From the identification and the limitation above, the writer formulated as follows: Is there any influence of using scrambled sentence technique towards students' mastery in writing passive voice at the first semester of the second grade of SMAS Tamansiswa Teluk Betung, Bandar Lampung in academic year 2020/2021?.

E. Objective of the Research

According to the background of the problems, the objective of the research as follow: to know whether there is any influence of using scrambled sentence towards students' mastery in writing passive voice at the first semester of the second grade of SMAS Tamansiswa Teluk Betung, Bandar Lampung in the academic year 2020/2021.

F. Significance of the Research

The writer wishes that there are some significances of the research as follows:

1. Theoretical Contribution

For theoretical contribution, the result of the research is expected to inform or support the previous theories that scrambled sentence technique can be used in writing passive voice in simple present tense. The writer hoped that it helps other writers to do the research that have the same object. Scrambled sentence technique is used to make students know how to arrange the sentences especially in passive voice (simple present tense).

2. Practical Contribution

a. For the student

The result of this research is expected to help students to be interested in grammar especially about passive voice in simple present tense and it is hoped that their understanding of passive voice can improve. And it could be suitable for online learning.

b. For the teacher

The writer hopes that this result would make the teacher get inspiration to have another technique in teaching grammar, especially passive voice in simple present tense in other that the mastery and scores of the students can improve and also it can be used online.

c. For the school

This research may be needed and could be a reference to do some relevant research and scrambled sentence technique could be used for English learning to improve the students' skill and mastery.

d. For the writer

The writer hopes that this research, it could improve the knowledge and make this technique can be useful in the near future.

e. For other researchers

The writer hopes the other researchers can get inspiration to make this technique in kinds of grammar or other ones. And it can be one of their previous researches in the future.

G. Scope of the Research

1. Subject of the Research

The subject of the research was the students of the second grade of SMAS Tamansiswa Teluk Betung, Bandar Lampung.

2. Object of the Research

The object of the research was the influence of using scrambled sentence technique towards students' mastery in writing passive voice.

3. Place of the Research

The research was conducted at SMAS Tamansiswa Teluk Betung, Bandar Lampung.

4. Time of the Research

The research was conducted at first semester of the second grade students of SMAS Tamansiswa Teluk Betung, Bandar Lampung in the Academic year 2020/2021.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theory

1. Concept of Teaching English as a Foreign Language

Teaching English as a foreign language means the language is only gotten in the school or campus. It is different from learning English as a second language. If it is as the second language, people who want to study or students can learn it not only in the class (school or campus) but also in their environment and media. Broughton states “English language teaching goes on and it is clearly part of the professionalism of a teacher of English to foreigners to be aware of the context in which he is working and of how his teaching fits into the scheme of things. However, for most teachers the primary focus of attention is the classroom, what happens there, what kinds of personal encounters occur there and teaching is very much a matter of personal encounters and especially what part teachers themselves play there in facilitating the learning of the language.”¹² Learning English as the foreign language is counted on the teacher or the tutor. Teachers must have a way to make their class interested. Every teacher has a different way how to implement the activities. That is why it is hoped that the teacher has to be creative in delivering the lesson or task and creating the group work to make students more active in the class.¹³ Besides making English more interesting and making students more active, English language teaching requires

¹² Geoffrey Broughton, et.al., *Teaching English as a Foreign language* (2thEd). (New York: Routledge, 1980), p.12.

¹³ Mohammad Muhassin, Teachers’ Communicative Activities in Teaching English as A Foreign Language (Tefl): A Study at Sman 9 Bandar Lampung, *Humaniora* 7, No.4, 2016. P. 485.

making the decisions about what will be taught. The process of selection, and about the breaking down of that body of knowledge or skills into teachable units. It is usually that the teacher uses textbooks writers and syllabus designers. In his teaching, it will be controlled and structured by underlying theories.¹⁴ In doing teaching activity the teacher needs guidance to help and make the activity run smoothly.

“in the rest of the world, English is a foreign language. That is, it is taught in schools, often widely, but it does not play an essential role in national or social life.”¹⁵ It means that English as a foreign language is mostly used in the class. To make students can use English well they must practice both in the class and on the other hand. When they practice in both of them it will be easier to remember and the English can be useful for them.

According to the statements above, the writer assumes that teaching and learning English as a foreign language is led by teachers, the teacher must use interesting ways to make students get interested to study English, and the teacher must follow the guidance and select the right materials and syllabus that are appropriate for the students. Besides, the students should practice their English both inside and outside the classroom. It will give them benefits in this globalization era.

¹⁴ Geoffrey Broughton, et.al, Op. Cit., p. 39.

¹⁵ Geoffrey Broughton, et.al, Op. Cit., p.6.

2. Concept of Writing

Writing is a thinking process. “writing is having ideas, organizing ideas, and communicating ideas.”¹⁶ Through writing, we can devote our idea that is out from our brain. Writing is not only writing whatever we like, but we must think about the structure based on the rule. And through a writing activity, the writer can communicate with the readers indirectly. “Good writing is writing that expresses ideas efficiently and effectively.”¹⁷ When writing is said good, it is based on the content. The content of the writing must focus on the goal of someone’s and not makes it complicated. It is better if the sentences can be simple and easily understood.

Every skill has the rule, in writing as long as the writers write something based on the content, follow the rule of writing, and use grammar, vocabulary, and conjunction properly. it can be said that they have written well. After the writing has been done, then the writers must make readers can catch the intention of it, because not only speaking that makes people do the communication but also writing make people communicate, although it is indirect. It means that the sentences must be simple and they do not use complicated sentences. If it is complicated and uses the wrong grammar or structure, it will make the interest of people to read can disappear. If it is complicated but true, it is still allowed.

¹⁶ Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students* (United States of America: Rowman & Littlefield Education, 2008), p. 203.

¹⁷ Ibid., p. 211.

3. Concept of Grammar

Grammar is forming the sentences arranged well. Based on Jeremy Harmer “grammar is as the study and practice of the rules by which words change their forms and are combined into sentences. there are two basic elements in this definition, the first is the rules of grammar, and the study and practice of the rules. The rules are about how words change and how they are put together into sentences.”¹⁸

“grammar is the support system of communication and we learn it to communicate better.”¹⁹ Grammar is not only used to write but also is used to speak or to communicate with others. When someone speaks, they need to make their sentences that are conveyed to be able to be understood in order to avoid misunderstanding. Although speaking does not always pay attention to grammar a lot but sometimes when someone makes an error in grammar, it will make their partners confused. So grammar is one of the important elements in English.

According to Michael and Catherine “grammar is not the important thing in the world, but if you make a lot of mistakes you may be more difficult to understand, and some kind of people may look down on you or not take you seriously.”²⁰ It can be seen that although grammar is not really important but it is still important when someone wants to study English

¹⁸ Jeremy Harmer, *Teaching and Learning Grammar* (London: Longman, 1987), p. 1.

¹⁹ L.G. Alexander, *Longman English Grammar Practice* (England: Longman Malaysia, 1998), p. 1.

²⁰ Michael Swan, Catherine Walter, *How English Work* (Oxford: Oxford University Press, 1997), p.2

because there are other people that watch him when using grammar in sentences. “grammar is the study of the way language works, a description of the structure of our language. Correct grammar usage helps to create precision in writing and speaking.”²¹ For someone that uses English as a foreign language, it may be hard to make its sentences or speaking always true in grammar, but it must reduce a mistake by learning to explore grammar gradually. When people always practice grammar when they are writing or speaking, it is sure that their ability will improve. The language that is not our mother tongue can not be mastered easily, so if we want to master it we must always practice or grill like we use our mother tongue. Besides, it is needed to have a partner who is ready to correct when someone does mistakes.

4. Grammar Teaching, Learning, and Assessment

The teacher that teaches the students must use the right way to teach them. teaching the foreign language have to be creative because it is hard when the students learn the language that is not their mother tongue. The first step that teachers do to make the students get interested in learning the language. The teacher must pay attention to the tenses that are studying in the class. Based on Jeremy Harmer, to teach grammar, the teacher must decide to introduce a grammatical item, like: one of the uses of verb tense, or one of the conditional constructions, for example, the teacher needs to decide what the structural patterns that will be used in the passive voice in

²¹ Andrew P. Johnson, *Teaching Reading and Writing* (United States: Rowman & Littlefield Education, 2008), p. 247

the simple present tense.²² It is hoped that the teacher explains well the basics of studying grammar. In learning grammar, the students need to start knowing everything from the basics or in detail.²³ If they know grammar well from the basic, it will help them in the next step. For example they can know about parts of speech so that when the teacher tells them about the pattern they will know it and they do not feel confused.

To master grammar is a must. “grammatical ability; and for downplaying the role of grammatical accuracy in favor of ‘communicative effectiveness’ in performance assessments of speaking and writing.”²⁴ The students that have good ability in grammar are able to communicate well both speaking skill and writing skill. Imagine that students do not master grammar, they will feel confused about how to write something. It shows that grammar ability must be had by students because it gives influences their accuracy and effectiveness in speaking or writing.

Assessment grammar focuses on the accuracy of the form. “In the latter, more integrative, approach to grammar assessment, grammatical performance is typically assessed by raters using scales that gauge grammatical accuracy, complexity, and the range of grammatical structures used. The judgments are subjective, and because the assessment formats are more open-ended, they are subject to possible inconsistencies. For this reason, certain factors, such as rater severity and prompt difficulty, must be examined, usually accomplished by means of generalizability theory or

²² Jeremy Harmer, *Teaching and Learning Grammar* (London: Longman, 1987), p. 11.

²³ Michelle Maxom, *Teaching English as a Foreign Language for Dummies*(England: John Wiley & Sons, Ltd, 2009), p. 211.

²⁴ James E. Porpura, *Assessing Grammar* (Cambridge: Cambridge University Press, 2004), p. 26.

item-response theory.”²⁵ In studying English grammar, the assessment that is commonly seen is the arrangement of the structure and the tenses that are used. It is important that the sentences must contain the proper structure and if the students want to make it, they must know the tenses that are able to be used too. When the students want to write the sentences, tenses are about the time, so they must consider it. English grammar has different rules for situations and time. The learners must pay attention to them. They must master all of the kinds of tenses.

5. Concept of Passive Voice

The passive is a way of phrasing the sentence so that the subject does not refer to the person or thing responsible (directly or indirectly) for the action. The subject gets the action from the verb. It opposes to the active.²⁶ The passive can be said to have grammatical meaning rather than a lexical one. It is a focus construction that exists to put the patient, i.e., the receiver or undergoer of action, in the subject position.²⁷ Passive voice is one of the forms of verb or grammatical where the subjects do not do an action, but they receive an action done by an object. And it opposes to the active. If the active, the verb that is used is verb 1. The verb can add -s/-es/-ies if the subjects are: he, she, and it. If the passive voice in the simple present tense before the verbs, it is a must to add be (is, am, are) and the verbs change

²⁵ Ibid., p. 225.

²⁶ Sidney Greenbaum, Gerald Nelson, *An Introduction to English Grammar* (2nd ed) (Great Britain: Pearson Education, 2002), p. 57.

²⁷ Marianne Celce-Murcia, *The Grammar Book* (2nd ed) (United States of America: Heinle Publisher, 1999), p. 347.

into verb 3 or past participle. passive voice in simple present tense is one of the simple forms that every student can face. Both in writing or not.

Passive voice sentence means that subject and object do switch position. An active object is the subject of passive sentences, and Active subjects become prepositional objects by. The verbs of active sentences are changed to the past participle. Not only the active voice sentence that is always used but also passive voice. Passive voice is commonly used in written English, especially in formal academic writing, and in newspapers and magazines.²⁸ Passive voice appears in all tenses and the passive voice is used when the verb is transitive. If it is intransitive, it can not such as happen, sleep, come, go, live, occur, rain, rise, depart, walk, and seem.

6. The Form of Passive Voice

In the passive voice, the object in the active form becomes the subject in the passive voice. There are some forms in the passive voice and to make it clear you can see table 2 below:

Table 2

Form of Passive Voice		
	Be (<i>am, is, are, was, were, has been, have been, will be, and so on.</i>) + Past Participle + By Object (a)Corn is <i>grown</i> by farmers.	Form of all passive verbs: Be + Past Participle Be can be in any of its forms: <i>am, is, are, was, were, has been, have been, will be,</i>

²⁸ Robin Torres, Gouzerh, *Intermediate English Grammar for ESL Learner* (3rd ed) (New York: MC Graw Hill Education,2019), p. 52.

	(b) Sara was surprised by the news. (c) The report will be written by Mary .	and so on.
	Active	Passive
Simple Present Tense	Farmers grow corn.	Corn is grown by farmers.
Simple Past Tense B	The news surprised Sara.	Sara was surprised by the news.
Present Progressive	Diana is copying the letters.	The letters are being copying by Diana
Past Progressive	Diana was is copying the letters.	The letters were being copying by Diana
Present Perfect Tense	Jack has mailed the letter.	The letter has been mailed by Jack.
Future Tense T	✓ Mr. Lee will plan the meeting. ✓ Sue is going to write the report.	✓ The meeting will be planned by Mr. Lee . ✓ The report is going to be written by Sue. ²⁹

re are six types of the passive voice (simple present tense, simple past tense, present progressive, past progressive, present perfect tense, future tense). Based on the forms of the Passive Voice above, the writer wants to pick the passive voice in simple present tense because the passive voice in simple

²⁹ Betty Schramper Azar, *Fundamental of English Grammar* (4th ed) (Newyork: Longman, 2011), p.259.

present tense is available in the syllabus of the second grade of SMAS Tamansiswa Teluk Betung Bandar Lampung. Passive voice in simple present tense is used to being used in daily life or in doing something that has been a habit. To know passive voice in simple present tense more, you can see some examples in table 3.

Table 3

No	Examples of Passive Voice (Simple Present Tense)
1	The car is driven by my father every Sunday.
2	A house is bought by her boss every two years.
3	The fried rice is cooked by my brother.
4	Vegetables are watered by my little sister.
5	I am hired by the company.

7. Transitive and Intransitive Verbs

A transitive verb needs an object in passive voice sentences. “A transitive verb is a verb that is followed by an object. An object is a noun or a pronoun.”³⁰ And intransitive verbs do not need the object. It means that every sentence that contains an intransitive verb is not followed by an object.³¹ it means that the passive voice is more limited than the active voice in using the verbs. To make it clear you can see in table 3 about transitive and intransitive verbs.

Table 4

Transitive and Intransitive Verbs		
Transitive S	V	O

³⁰ *ibid.*, p. 263.

³¹ *ibid.*,

a. Bob b. Mr lee c. A cat	Mailed signed killed	The letter. The check. The cat.
Intransitive S d. something e. kate d. the bird	V Happened. Come to our house. Died	
Common intransitive verb Agree Appear Arrive Become Come	Die Exist Fall Flow Go	Happen Laugh Live Occur Rain
Rise Seem Sit	Sleep Sneeze Stand	Stay Talk Wait Walk
Transitive Verbs g. Active : Bob Mailed the Letter. h. Passive: The Letter was Mailed by Bob.		Only transitive verbs can be used in the passive.
Intransitive Verbs i. Active: Something Happened. j. Passive: (not Possible). k. Incorrect: Something was Happened.		An intransitive verb is not used in the passive. ³²

If the students want to more know about transitive and intransitive verbs, they can look in the dictionary. Because these verbs must be seen and studied often so that they can differentiate transitive and intransitive verbs. And there are some verbs that can be used both transitive and intransitive verbs.

³² Ibid., p. 263.

8. Using the Passive Voice

The uses of passive voice are started below:

- a. Usually the passive is used without a by- phrase. The passive is most frequently used when it is not known or not important to know exactly who acts. For example “Rice is grown in India.” It means that the rice is grown in India by people, by farmers, by someone. It is not known or important to know exactly who grows rice in India. And if the sentence of passive voice is unknown who the doer is.
- b. The by-phrase is included only if it is important to know who performs an action. For example, “Life on the Mississippi was written by Mark Twain.” It means that the information of Mark Twain is important to be mention.
- c. If the speaker knows who acts, usually the doer is used in the sentence. The example, “My aunt made this rug.” when the speaker knows who acts. She chooses to use the passive voice with by-phrase because she wants to focus attention on the subject of a sentence. For example, “This rug was made by my aunt, this rug was made by my mother.” The focus on this sentence focus on two rugs.³³

9. Concept of Online Learning

³³ Betty Schrampref Azar, *Understanding and Using English* (3rd ed) (New York: Longman, 2002), p. 211.

In education, the learning process is used to being done offline, it means that the teacher and the students meet each other. But these days, the era develops more and more so the learning process can be done online. “Online learning encompasses a range of technologies such as the world wide web, email, chat, new groups and texts, audio and video, conferencing delivered over computer networks to impart education.”³⁴ Online learning helps the students to learn in their own ways. It means they will enjoy and feel comfortable studying without face to face with the teacher and it will be their new experience to study online. Based on Robin Mason there are two types of learning online, namely partially online and fully online. Partially online is a merger between the printed sources and the non-printed sources. Such as textbook and the electronic book, it includes the learning management system. On the other hand, fully online is the kind of learning online that all the sources and the activities are done online.³⁵

There are two models of online learning namely the wrap-around model and the integrated model. the wrap-around model is based on the study materials that can be consist of online study guides, activities, and discussions that are wrapped and collected to be text books or CD-ROMs that exist before. Using this model, it can be developed as collaborative learning activities in the form of group work, discussion among peers. And then the integrated model is almost the same as fully online learning. All the material in this model has been available in electronic format and it can be

³⁴ Prof. Indira Dhull, MS. Sakshi, “ Online Learning”. *International Education & Research Journal*, Vol. 3 No. 8 (August 2017), p. 32.

³⁵ Prof. Indira Dhull, MS. Sakshi, “ Online Learning”. *International Education & Research Journal*, Vol. 3 No. 8 (August 2017), p. 32.

done by the students both individual and small group, they will get the result or the assessment too. The integrated model dissolves the distinctions between “teaching and learning” that supports the facilitation of learning.³⁶

In this situation (Coronavirus), almost all the schools use the partially online and the wrap-around model. The teachers still support and help the students in doing the learning process, and the learning process still uses printed and non-printed materials or sources.

10. The Advantages of Online Learning

Based on Mehra And Mital, the advantage of online learning are:

1. Accessibility

Online learning can help students to learn anywhere in the world. Because through the internet, they can access everything even out of Indonesia.

2. Personalised Learning

This can help the students to determine which styles of learning that are suitable for them, and it has the potential to motivate, develop confidence and self-esteem, overcome many barriers that learners encounter, personalize the learning experience, widen access and improve the learning experience while also helping people to develop their skills in ICT.

3. Develops cognitive abilities

³⁶ *ibid.*

The students can get unlimited information that they can access just by clicking the button. So with this way, the students can develop their cognitive abilities more than they use offline learning.

4. Cost-Effectiveness

Online learning is cost-effective because it makes students do not need to buy many books. They can mix the sources between printed and non-printed materials or just use electronic books that can be downloaded with their computers or phones.

5. Promotes Research

The students can post or publish their works on the blog, Instagram, or other platforms.

6. Basic Computer Skill

Online learning can make students get used to using technology which is useful in education and their future.

7. Equal Opportunity to All

In the online learning, all the students are treated equally not differently.

8. Self-Pacing

Online learning allows the students to hand in the task or assignment freely without time restriction. They can do it thoroughly without in a hurry.

9. Globalization

Globalization can make the huge world small. Because it is helped by technology that is much better. The students can find

whole things easily and these electronic learning situations can help them to share ideas, resources, access information about current events and historical archives, interact with experts, and use online databases.³⁷

All the advantages that have been mentioned are true and they can happen if both teacher and the students can cooperate with each other well. It cannot happen when it is only one of them that gives the best in online learning because in this era, it is really helpful to do the process of online learning.

11. The Disadvantages of Online Learning

1. Poor Communication

Online learning can make students and the teacher misunderstand because they do not meet each other or have face-to-face interaction. That is why it will be making a poor communication.

2. Feeling Isolated

The students will feel isolated because they are just sitting in front of their computers or just holding their phones without anyone besides them while they are studying. Whereas students need social interactions by meeting their friends to share their own ideas directly.

3. Lack of Motivation

³⁷ *ibid.* p. 32-33.

In online learning, the students can get distracted easily with the things, and because there is no time management makes them feel that it is no need to collect the task on time and they will be getting lazy to study.

4. Lack of Funds

Due to the lack of funds, the problems in doing online learning that the students and the teacher will face more risks than offline learning.

5. Lack of Quality

Online learning can be said to have a low quality when the tutor does not give the best in teaching the students and also the students do not give their best in following the instructions of the teachers.

6. Poor Accessibility in Remote Area

To do online learning is needed a signal to access everything that students and the teacher need in the process of online learning. The students that live in a remote area will hard to find the signal because it is not always spread well in every place.³⁸

There are some disadvantages in using online learning. Although globalization in this era has been advanced but it is found some problems. So both parties must do the best to support online learning.

12. Concept of WhatsApp

³⁸*ibid.* p.33-34.

WhatsApp is one of the applications that is used for communicating and it has been famous around the world. According to Bouhnik and Deshen define WhatsApp is a smartphone application which can operate on almost all types of devices and operating systems. This application has been created in 2010 with the purpose of the developers was to replace the existing SMS platform with a system that is free. WhatsApp is able to send and receive messages to and from individuals or groups. WhatsApp has a variety of functions, such as text messages, attached images, audio files, video files, and links to web addresses.³⁹ Now WhatsApp is developing and it always does some upgrades to improve its qualities at an uncertain time.

Many people in all circles and ages use WhatsApp, especially these days all the activities of the school use some media and mostly they use WhatsApp to do learning activities because it is quite complete, easy to use, a little storage, free, and the students have gotten used to using it.

Nowadays, WhatsApp is really popular to help the students and the teacher to keep in touch. On WhatsApp, the teacher and the students can make groups and do learning activities by sending and sharing messages, pictures, videos, audios, and links.

13. The Advantages of WhatsApp

1. WhatsApp is the alternative for engaging in e-learning classes.

³⁹ Dan Bouhnik and Mor Deshen, WhatsApp Goes to School: Mobile Instant Messaging Between Teaching and Students. *Journal of Information Technology Education: Research*. Bar-Ilan University. Vol. 13,

2. It facilitates students in motivating students to learn English, especially in writing skills.
3. It helps students to overcome their fear of using the language through sharing information and discussion.
4. It helps the students to believe in their abilities and to have confidence.
5. It enables students to learn from their colleagues' mistakes.⁴⁰

Based on the advantages above, WhatsApp is one of the tools that can be used in e-learning and it is really helpful for learning English especially writing because it can make students confident to use English.

14. The Disadvantages of WhatsApp

1. Need extra time to prepare the material.
2. Some students are silent readers and do not participate in the discussion.
3. Copy and paste of tasks often occur, the teachers should be careful about this.
4. Lack of students' attention to the material given from the teacher. It means not all students learn from the materials.⁴¹

According to the disadvantages above, there are some disadvantages but as long as the teacher can handle it, the process of learning can run smoothly. The point is both the teacher and the students have to do good cooperation.

15. Concept of Scrambled Sentence Technique

⁴⁰ Cicih Nuraeni1, Lia Nurmalia, "Utilizing WhatsApp Application in English Language Learning Classroom " *Metathesis: Journal of English Language Literature and Teaching*, Vol. 4 No. 1 (April 2020), p. 92-93.

⁴¹ *Ibid*, p.93.

The scrambled sentence is a technique that gives the passage which is the sentence in scrambled order. In the scrambled sentence, it is about composing a sentence where the words are randomized before being logical, meaningful, precise, and accurate.⁴² In the scrambled sentence technique, the students will be given scrambled order and usually, the sentences that must be arranged by students is the sentences that must not be in the right form but it must be unorganized.⁴³ The correct pattern or the form is prefixed by subject+ to be (is/ am/ are)+ verb 3+ by+ object, but if the writer wants to use the scrambled sentence technique, the sentences must be out of the correct form such as by+ verb 3+ to be (is/ am/ are)+ subject+ object or the other forms. Scrambled sentence technique is an effective technique that suitable to teach grammar more interesting. Students will learn the pattern of passive voice (simple present tense) unconsciously because the repetition makes them will know how passive voice sentence is. When we use scrambled sentence technique the students will feel that they are not studying and they will not force themselves to think hard, so the learning process will not be bored and in this research, the writer only focuses on simple sentences that have one subject, one verb, one object, and one adverb (if it is available).

In conclusion, the scrambled sentence technique is used in the writing activity, the writer uses it in making passive voice. The writer will explain the materials about the pattern of passive voice to make them know it and

⁴² Diane Larsen, *techniques and Principles in Language Teaching (2nd ed)* (New York: Oxford University Press, 2004), p. 133.

⁴³ Endang Fauziati, *Methods of Teaching English as a Foreign Language* (Surakarta: Era Pustaka Utama, 2014), p. 101.

then she gives the students the unscrambled sentences, and then the students are trained to be creative in arranging random sentences in passive voice. After that, they will get used to the pattern of passive voice in simple present tense.

16. The Procedure of Scrambled Sentence Technique

In the scrambled sentence technique, the students are randomly grouped first. The scrambled sentence technique steps are:

- a. The writer will make the scrambled sentences that are suitable to be done by students.
- b. The teacher asks the students to make a group (it depends on the situation in WhatsApp).
- c. Students read the scrambled sentence and they try to arrange a sentence. Every student gets 2 or more questions but they still do cooperation.
- d. The teacher asks the students to write answers that have been available at a specified time.
- e. After the students to do it, the results of student work are collected and will be discussed together.⁴⁴

In scrambled sentence technique, the students must pay attention to every word that must be written. To know that the students must try to memorize the pattern of passive voice. The scrambled sentences that the

⁴⁴ Diane Larsen, *Techniques and Principles in Language Teaching (2nd ed)* (New York: Oxford University Press, 2004), p. 133.

teacher gave, it made students able to more focus to do that task and can understand that. The group must do cooperation before arranging the sentences, after that the students have to write the right forms of passive voice in simple present tense in their own groups. And the result of the group must be handed into the teacher.⁴⁵

17. The Advantages of Scrambled Sentence Technique

1. Each member of the group responsible for everything that is done in a group.
2. This technique will enable students to learn while playing. They learn something that not makes it stressful or depressed.
3. This technique can teach solidarity within the group.
4. The materials provided through one of the techniques of this technique are usually hard to forget.
5. The competitive nature of this technique can push the students to compete to get ahead.⁴⁶

Based on the statement, it can be concluded that the scrambled sentence technique will help students to memorize the pattern of passive voice easier, because it is fun and make them do cooperation and competition each other at the same time.

18. The disadvantages of Scrambled Sentence Technique

⁴⁵ Frank Costin, "The Scrambled Sentence Test: A Group Measure of Hostility". (University of Illinois, Urban, 1969), p. 462.

⁴⁶ Shoiman, Aris Rose KR, *68 Model Pembelajaran Inovatif dalam Kurikulum 2013* (yogyakarta: Ar-Ruzz Media, 2014), p. 169.

1. Sometimes in implementing, it takes a long time so the teacher is difficult to adapt to the time that has been specified.
2. Technique like this usually causes noise.⁴⁷

Based on the explanation above the writer thinks that although this technique takes much time and makes a noise but it can be organized by the teacher. The teacher has to make a good plan for this technique before applying it.

B. Frame of Thinking

Based on the theories above, writing is one of the media to communicate indirectly. When writing, we need to think about the content like grammar, vocabulary, conjunction, and so on. Writing is not only about writing activity but we must make the readers understand our ideas, our intentions which we devote to it. Because every skill is connected, so if we learn about it we can get other skills too.

Grammar cannot be separated from every skill and one of them is writing skills. In writing, grammar is needed because grammar is one of the reasons why readers can understand what we write. And grammar is included in the rule of writing. But not all people can use grammar correctly, because they lack the knowledge of grammar. Especially the writer found that in SMAS Tamansiswa Teluk Betung, Bandar Lampung, it is hard for them to remember the pattern of passive voice. So the writer uses another technique to make them can remember the pattern and hard to forget it.

⁴⁷ Ibid, p. 169.

Because of the Corona Virus, all of the activities in learning are done online. And the media that is used is WhatsApp. WhatsApp is one of the applications in a smartphone that is easy to use, a little storage, free, and the students have gotten used to using it. And with WhatsApp, both students and the teacher can share and send videos, messages, voices, and links in a process of learning.

The technique that is used in online learning is the scrambled sentence. The scrambled sentence is a technique that asks students to arrange the sentences of passive voice correctly. The hardest parts of passive voice are to use to be before the verb and to change the verb into past participle especially the irregular ones.

C. The Hypothesis

Based on the theoretical assumption above, the researcher makes the hypothesis as follows:

Ha: There is an influence of using scrambled sentence technique towards students' mastery in writing passive voice.

Ho: There is no influence of using scrambled sentence technique towards students' mastery in writing passive voice.

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